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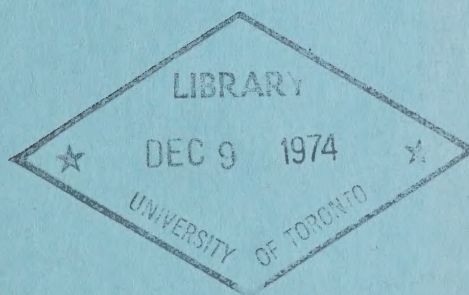
Committees] Ministerial Committee on the Teaching  
of French. Report



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# Report of the Ministerial Committee on the Teaching of French

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## REPORT OF THE MINISTERIAL COMMITTEE ON THE TEACHING OF FRENCH

### I Constitution of the Committee

On June 12, 1973, the Honourable Thomas L. Wells, Minister of Education, announced to the Ontario Legislature the establishment of a Ministerial Committee to develop improved curriculum and techniques for teaching French to the English-speaking students of Ontario, and at the same time to review the aims and objectives of French language courses in our schools.

#### Terms of Reference

In its terms of reference, the Committee was instructed to:

- 1) Review the existing curriculum guidelines in French, study the most recent research on and evaluation of French instruction, study briefs submitted by any interested party, and prepare recommendations towards a curriculum guideline for French programs of varying length and intensity, K to 6;
- 2) Provide advice to the Ministry of Education on all aspects of the French Program K to 13;
- 3) Suggest basic and supplementary support material, available or needed for effective programs in French.

#### Composition

The Minister named the following members to the Committee:

Mrs. Adrienne Game  
Second Language Department, Coordinator  
Ottawa R.C.S.S. Board

Mr. Robert Gillin (Chairman)  
Curriculum Services Officer  
Ministry of Education, London



Prof. Howard Hainsworth  
Department of Modern and Classical Languages  
Faculty of Education, University of Toronto

Mr. Roy Jackman  
Educational Officer  
Curriculum Development Branch  
Ministry of Education, Toronto

Mrs. Helen Mitchell  
Coordinator of Communication Arts,  
The Halton Board of Education

Dr. C.E. Rathé  
Chairman  
Department of French Literature  
York University

Prof. Lucille Régimbal  
Faculty of Education  
Nipissing University College  
North Bay

Miss Renée Taillefer (Recorder)  
Curriculum Services Officer  
Ministry of Education, Toronto

The Ontario Teachers' Federation named four members of  
the Committee. They were:

Mr. William Beattie  
Head of Moderns  
Vaughan Road C.I., Toronto

Mr. Clément Beaugé  
Teacher  
St. Nicholas School, Ottawa

Miss Kaija Hirvikoski  
Teacher  
Hawthorne Public School, Ottawa

Mr. G.W. Horwood  
Principal  
Sir Oliver Mowat C.I.  
West Hill, Ontario

## II Basic Considerations

### Why compulsory French?

Living in an officially bilingual country and, more particularly, in a province with a significant Francophone population, the Committee can see many valid reasons for making the study of French compulsory at some point in the curriculum of Ontario's English-language schools. Exposing all of the children of the province to a meaningful period of French instruction can be supported on historical, cultural, political, and educational grounds. Looking beyond provincial and national borders, it can be argued that French, as a major world language, should form part of the compulsory core of subjects in Ontario elementary schools. The study of the language will provide for some students an entrée into the literature and culture of the Francophone world. The Committee advocates a longer sequential program and one that begins at an earlier age than most of those which are currently in effect in Ontario.

Since motivation is one of the key factors in the success of any educational endeavour, the Committee hopes to promote this by introducing French to younger children and by presenting them with programs suitable to their age and interest level. In this way, favourable attitudes toward French can be created and maintained not only during their years of formal study of the language, but throughout their lives.

### The importance of defining realistic aims

In the past there has been widespread misunderstanding of the aims of the French program. In this Report the Committee has attempted to define in realistic terms the probable results of several types of programs.

There are many interpretations of the term "bilingual". Not all students who begin the study of French will continue long enough to achieve any recognized degree of bilingualism; the Committee believes, however, that a satisfying experience in the study of the language will result in a healthy attitude towards French and a sympathetic understanding of the people who speak it. The Committee looks forward to the day when there will be many more English people



in Canada who are fluent in both languages.

Students should be made aware of the opportunities, both vocational and cultural, open to them if they persevere with learning French to the point where they have achieved a degree of communicative competence. There is little argument today that the spoken form of a language is of primary importance; it cannot be denied, however, that reading and writing assist the learning process. When new guidelines are published by the Ministry of Education, it is expected that specific suggestions will be given concerning the introduction and relative importance of the various language skills.

Students, teachers, administrators, and parents must be aware of the possible goals of each type of program, and provision should be made for students to put into practice in real life what they have learned in the classroom.

#### Need for varied and excellent programs for students and teachers

There is an increasing awareness of the fact that different students have different learning styles, and that student involvement in the learning process is essential. More attention must be given to trying to match each student with the program which is most appropriate for him in terms of his ability, his interests, and his future career. There is a need for a diversity of approaches to the study of French, as well as for several entry and exit points in the continuum. Wise decisions in planning a student's curriculum can be made only when the goals of each program are clearly and realistically described. In the Report, the Committee has outlined various types of programs which can be offered. This is not to say that every Board will offer every one of the programs in all of its schools immediately. Those required can be phased in over a period of several years as the universities, the Ontario Teacher Education College, and the Faculties of Education meet the tremendous challenge of training teachers for them.

#### Importance of Ministerial guidelines

The Committee has described the situation as it exists and also as it might be if the recommendations of the Report are implemented.

There is a present need for a new series of guidelines for the teaching of French. The Committee urges the Minister to allow some of its members to continue their work so that these can be published as soon as possible. Upon publication of the new guidelines, the Committee foresees that qualified personnel will be required to explain their implementation to administrators, consultants, and teachers throughout the province. It is anticipated that the new guidelines will offer much assistance to classroom teachers, chairmen, and heads of department, by outlining techniques and strategies and by describing various organizational patterns for presenting the content of the French curriculum.

The aim is not to return to a monolithic structure in which each jurisdiction offers exactly the same programs as its neighbours. There is scope for a wider degree of diversity than at present; each Board will select the programs most satisfactory for the students in its system.

#### Costs and problems of implementation

The Committee is aware of the costs involved in designing and implementing the new programs it recommends. Initial costs especially will likely be quite high. If there is to be a real commitment to improving the teaching of French, additional spending is necessary. One of the main concerns is that federal and provincial grants for the teaching of French be clearly identifiable and be assigned to the purposes for which they are intended. Another is that financial arrangements recognize that language learning is a long-term proposition.

Some Boards will be faced with major expenditures for the provision of immersion programs and perhaps immersion centres; grants should be made available to meet these needs.

Financial problems are not the only ones to be faced if the Committee's recommendations are adopted. There will be logistic problems as well, particularly in the supply of teachers and in the development of materials and resources. It must be emphasized that the intention is to achieve a gradual realisation of the recommendations.



### Active role of the Ministry of Education

Particularly during this phasing-in period, the Committee envisages that the Ministry will take an active role in the explanation, clarification, and implementation of the new programs. It should continue after that to offer advice and financial support. Teachers in all parts of the province should be able to feel that help is available to them when they need it.

The Ministry can also play an important part in planning and facilitating massive student and teacher exchange programs with other parts of the province and between provinces. Students must be able to test in real situations what they have learned in school; in learning a language nothing can replace face-to-face contact with native speakers. Language camps, student trips, and exchange programs are all valid possibilities in this area.

### Conclusion

The Report does not pretend to offer a definitive blueprint for the teaching of French, but it does show how significant improvements can be made within the next five years. New discoveries are constantly being made in the field of language teaching; it is hoped that the educational authorities of the province will always be prepared to incorporate the best of them in devising the richest experience possible for the youth of Ontario.



### III Data Gathering

#### Soliciting of Briefs

On its formation, the Committee immediately sought advice from those concerned with French programs in Ontario.

First, the Committee invited the more than 200 Boards of Education in the province, as well as their Chief Education Officers, to submit their suggestions for improvement of the French programs. It appealed directly to the Coordinators and Consultants in French employed by Boards, and to the Ministry Consultants in the Regional Offices.

The opinions of principals were solicited through the Secondary School Headmasters' Council and the various Elementary Principals' Associations.

The Committee followed several avenues in its efforts to learn the views of classroom teachers. The Ontario Teachers' Federation, and in particular the Ontario Secondary School Teachers' Federation, were invited to express the concerns of their members. On the Committee's behalf, the Ontario Modern Language Teachers' Association asked its members to forward their recommendations and advice. The Executive of the Association also arranged for publication, in the October 1973 issue of the Canadian Modern Language Review, of an article soliciting submissions to the Committee.

Letters were sent to the French Departments of Ontario's Universities. The Faculties of Education and the Ontario Teacher Education College were asked for advice. Through the Ontario Federation of Home and School Associations, an appeal was made to affiliates; a number responded with valuable briefs. The results of several questionnaire surveys which had been circulated among parents were also made available to the Committee.

The Committee had access to research conducted among students, particularly on the subject of student attitudes. Several thousand students from Junior, Intermediate, and Senior Divisions had been surveyed in this research.

The establishment of the Committee was the subject of editorial comment in many newspapers of the province. These editorials, as well as letters to the editors and letters from individuals directly to the Committee, contained much valuable guidance.

#### Consultants to the Committee

The Committee was fortunate in being able to call on the expert advice of authorities in various fields:

Miss Helen Dunlop, Educational Officer, Curriculum Development Branch, Ministry of Education, Chairman, HSI Advisory Committee

Mr. Gaetan Filion, Educational Officer, Teacher Education and Certification Branch, Ministry of Education

Mr. Kenneth Johnson, Junior Education Consultant, Ottawa Valley Regional Office, Ministry of Education

Dr. Keith Spicer, Commissioner of Official Languages, Ottawa

Mr. Douglas Spry, Director, School Business and Finance Branch, Ministry of Education

Dr. H.H. Stern, Director, Modern Language Center, O.I.S.E.

Prof. Jean-Jacques Van Vlasselaer, Department of French, Carleton University, Ottawa

The Committee thanks these consultants, not only for their information and advice, but also for their generous contribution of time for question sessions.

On numerous occasions, the Committee applied to officials of the Ministry of Education and the Ministry of Colleges and Universities, to Superintendents and Principals of Boards of Education, for special information and assistance. Such requests were always answered with prompt cooperation .



The Ministry of Education made available to the Committee the most recent reports from the projects which it is funding in research into second-language learning.

The many briefs, letters, and editorial comments were carefully read by members of the Committee. Mrs. Mary Hainsworth, as Research Assistant, summarized and tabulated the information and recommendations.

### Visits to Schools

Through the courtesy of the four Boards of Education in the National Capital Region, several members of the Committee were able to visit classes and see a variety of French programs in operation in the Ottawa area. The Peel County Board of Education enabled a delegation of Committee members to visit the Late Immersion classes in William G. Davis Sr. P.S., Brampton, and the post-immersion program in Brampton Centennial Secondary School. These visits were felt necessary in order to complement the experience that members of the Committee brought with them, and their research.

#### IV Submissions

The response to the Committee's request for information and suggestions was immediate and encouraging. The Committee is grateful to all who contributed recommendations for the improvement of French instruction in Ontario.

A total of 173 submissions was received from every part of the province. About half of these came from Boards of Education. Many were the joint efforts of trustees, parents, administrators and teachers. Every group which had been invited to submit briefs was represented.

The briefs show that learning Canada's second official language is recognized everywhere in Ontario as a valuable component of the school curriculum. Very few briefs mentioned the possibility of reinstating French as an obligatory subject in secondary schools.

Thirty-five briefs suggested that French should begin in the elementary schools, in Kindergarten or Grade 1; Boards and administrators submitted most of these. They anticipate that the Ministry will publish new guidelines for French to provide the assistance urgently needed for the Primary and Junior Divisions; methodology must be established that is consonant with current thinking on good elementary practice. At the Grade 7 and 8 level, nine Boards and four individuals were in favour of compulsory French, while seven Boards and four individuals were opposed.

The most widely perceived need, drawn to the Committee's attention in 55 of the briefs, is for more opportunity for students to use French in real situations. This demand reflects the experience of successful language learners everywhere, who have found that face-to-face communication with speakers of the other language is the most powerful stimulus to learning. Various ways of increasing the opportunities for communication were suggested: exchanges with French language schools or individual French-speaking students, travel, the Interprovincial Second Language Monitor program, contact with Francophones in the community, radio, television, film, theatre groups, summer camps, and cultural centres.



A quarter of the briefs expressed apprehension that the Ministry and the schools are not doing enough to emphasize the growing demand for people with dual language proficiency. This need is not confined to the federal Civil Service and the many federal agencies such as the C.B.C., Air Canada, the R.C.M.P., and the Armed Services; the communications which stressed this demand pointed out that industry and commerce, education, the professions, and the arts are already competing for personnel to fill bilingual positions. According to the briefs, much more should be done to tell students that French will be very useful to them vocationally.

At the elementary level, a quarter of the briefs suggested more time for French or more flexible time arrangements; the 20-minute period was considered unsatisfactory. Both teachers and administrators feel that if French is to be effectively taught, a way must be found to integrate it into the total program of the school. Gradual replacement of itinerant by resident teachers, and the teaching of other subjects in French were suggested as ways of achieving this integration.

From the numerous comments on the supply and training of teachers, it is obvious that Boards would like to hire teachers with dual qualifications (a basic certificate plus the Certificate as Teacher of French to English-Speaking Pupils in Elementary Schools). These teachers would be able to instruct their own classes in French, or to round out a resident French timetable by teaching other subjects in English.

Boards were naturally interested in financing. Some of their concerns may have been eliminated by the Grant Regulations for 1974, which provide for additional, more clearly-identifiable funding for French. It has been announced, also, that Federal assistance for the teaching of French has been extended for a second five-year period. This statement, together with the fact that the expenditure for French-language instruction is not subject to the spending ceiling in 1974, should make it possible for Boards to consider French programs independent of their other priorities. Some Boards stressed the need for consultative help, in-service training, curriculum

development, and research, but felt unable to provide these within their present resources. Some were convinced that French instruction would be more effective if begun at the Primary level, but were prevented from establishing it there by lack of funds. Some had investigated immersion programs, but were awaiting a clear cost analysis before making a commitment.

Elementary teachers join Boards and administrators in requesting changes in the course of study for French. All three outline the need for a continuous, but not inflexible, course which can provide steady increments in all the skills involved in language learning. Such a course would extend in a well-integrated sequence from its starting-point in elementary school to a conclusion in secondary. At appropriate points along this sequence there would be clearly-defined stages of achievement; attaining these levels in succession would give the student a feeling of accomplishment.

A number of elementary teachers call for some reduction in the emphasis on behaviourist learning and excessive concentration on drill. They want reading and writing to be introduced earlier. They hope for an early development of materials which recognize cognitive as well as other principles at an appropriate level. There is a strongly-felt need, expressed by both teachers and administrators, for instructional resources, particularly reading material, suited to the age, interest, and proficiency of the pupil.

Comments from some teachers indicate that French is lagging behind other areas of the curriculum in recognizing individual differences in pupils. These teachers ask for assistance in adapting programs to different rates of learning, and different pupil expectations. They expressed a need for guidance in introducing more innovative classroom procedures for student-centred learning such as grouping, team-teaching, and individualization.

It was suggested that the regular elementary program would benefit from a reduction in the teacher's workload. This would be accomplished by limiting the number of class and pupil contacts, room changes, and school changes per day. The French teacher who daily teaches 10 classes of 30 pupils has an almost impossible task



to build a rapport with 300 children. Many French teachers see more than that number each day. For educational and financial reasons, Ontario's long-range solution will be a very much larger percentage of teachers who are competent to teach the French program in their own classes and perhaps in one or two others.

Secondary school teachers are distressed by the rapid fall in enrolment at that level. The situation resulted from events over which the teachers themselves had little control: the earlier initial exposure to French; the optional nature of secondary French; the wide range of options offered to secondary students; the reduction in the number of credits now needed for a Secondary School Honour Graduation Diploma; the dropping of second language requirements by universities. In their comments, secondary school teachers of French also showed keen awareness that they are offering a cumulative study which exacts application over a number of years, and yet one which, in the popular mind, is not seen to have the same relevance to professional training as do science and mathematics.

While a few of the briefs received from secondary teachers did suggest making French compulsory, or putting pressure on the universities to restore the language requirement, in most cases there was no disagreement expressed with the free choice of options offered under HSl. Some favour adjusting credit values to put a premium on all cumulative subjects to compensate for the extra difficulty of a sequential course.

Several submissions from high school teachers advocate a second credit requirement in the Communications area of HSl. As English has been, in effect, compulsory in this area, teachers felt that a second option requirement would enhance the likelihood of French being chosen by students. After the announcement that four credits in English would be necessary to obtain a Secondary School Graduation Diploma in the future, several teachers voiced the opinion that English should be removed to a special category separate from the list of options, and that credits should still be required from each of the four areas of curriculum. Others pointed out that classifying all French courses as acceptable for Canadian Studies would encourage enrolment in the language. Both

Boards and teachers see the need for a greater variety of French courses at the secondary level.

Boards of Education were joined by Home and School Associations, the Ontario Teacher Education College, and Faculties of Education in expressing apprehension that the supply of qualified teachers is not keeping up with the demand. They point out that the demand for fluent speakers of French has risen enormously over the last twenty years. The growth of the French language schools and of immersion classes in English schools, and the competition for bilinguals from other sectors of the economy is putting a strain on the supply. Anglophone teacher candidates whose second language is French must be encouraged to perfect their French. To this end the teacher-training institutions recommend, as a requirement for a prospective French teacher, a prolonged stay in the milieu of the language. In-service immersion courses for teachers, held in convenient locations around the province, were an alternative suggested in several briefs.

The Committee has considered these suggestions very carefully in its recommendations.



## V French as a Second Language in Ontario Schools

### Historical Summary

Egerton Ryerson, the architect of Ontario's educational system, prescribed French for the grammar schools of the province as long ago as 1854. However, as it was not required for university entrance, and as teachers were scarce, only about a third of the students took it.

Where French was taught, it was taught like Latin, with the emphasis almost exclusively on grammar. This was the period in the history of education when people believed in formal disciplines; that is, that the study of certain subjects such as Latin trained the mind. Modern languages found a place in the curriculum only because they could be taught analytically like the Classics.

In 1876, an effort was made to impose some uniform standards on the diverse schools of Ontario. The Matriculation Examinations of the University of Toronto were adopted as the standard, for French as for other subjects. Eventually, this set of external tests was taken over by the Department of Education. As the Departmental Examinations, they continued until 1967 to fulfil their original function as the entrance requirements for Ontario universities. During this long span of 91 years, they assumed an inappropriate influence in our education system.

These external examinations had the unfortunate effect, in the case of languages, of freezing the content, and even the methodology, of the courses in the nineteenth century mould; the emphasis on grammar, on translation, on written communication persisted. Contrast what happened here with the evolution in language-study which took place in Europe. Before 1900, under the influence of theoretical linguists such as de Saussure, a vigorous reform movement was under way there to shift the stress in language learning to the living, spoken word.

In Ontario the stress continued to be on reading and writing. There were many teachers practicing and advocating change. The whole history of the Modern Language Association of Ontario (now the

OMLTA) from its founding in 1886 has been a succession of battles for improvement: broader curricula, more appropriate examinations, higher qualifications for teachers, wider choice of texts for literature courses, oral tests. The association called for oral tests repeatedly before 1900; some idea of the rigidity imposed by the Departmental examination can be gained by looking at the date that oral testing was finally incorporated into the examination. In 1953 a recorded dictation was introduced; in 1960, an aural comprehension section was added; in 1967, the last year of the Departmental Examination System, a testing kit was issued to Grade 13 teachers to be used in administering oral interviews as a part of the Examination.

During the decade 1950-1960, impatience with the results of language-teaching in our schools increased. The value of the spoken language had become increasingly obvious as travel facilities, telephone, radio, and television developed. To the high school or university graduate, it seemed apparent that he should have learned how to speak and understand French. At the same time, teachers were concerned that they had many students in their classes to whom the program was not adapted. Teachers spent a great deal of time and energy preparing uninterested students for the written examination they had to pass. Large enrolments in French tended to create complacency.

#### A decade of change

By the 1960s, so many changes were overdue that when they came, the rush was confusing. Since the secondary school curriculum in French seemed to be locked into the teaching of reading and writing, parents demanded oral French in the elementary panel. Suddenly, in five or six years, almost every Board of Education in the province introduced French somewhere below Grade 8. There was no consensus on the optimum age to begin; as a result, throughout Ontario, a jurisdiction that established French at Grade 7 might be surrounded by Boards which had established French in any grade from Kindergarten up. In 1966, the Department of Education published the Grade 7 Program, a course of study which made French optional



to the Board at that level. At that time there were few materials for elementary schools available to teachers; in preparing them, only the oral aspect was emphasized in an effort to correct the stress on the written word in secondary schools.

The expansion began without enough qualified teachers, but Teachers' Colleges organized options to instruct candidates in the French course methodology for elementary pupils, and the Department set up two summer courses for the same purpose. Together, they have enabled 3100 teachers to obtain the Certificate as Teacher of French to English-Speaking Pupils in Elementary Schools. This has been a tremendous accomplishment.

In the rush to institute French in the elementary schools, secondary teachers were not closely involved. As a result, liaison between the two panels in some places is still inadequate. Secondary school teachers have been preoccupied with their own problems. The "Quiet Revolution" in Quebec and the Royal Commission on Bilingualism and Biculturalism were drawing attention to the fact that the literature and culture of French Canada had been largely neglected in Ontario Schools. Senior students were beginning to demand the study of present-day writing. When the custom of prescribing texts ceased with the Grade 13 examinations in 1967, some teachers went hunting for contemporary publications, particularly Canadian ones.

In addition, as the elementary students who had been learning French for two years or more reached the high schools, secondary school teachers began to use the next level of published sequential language programs. The new programs were based on a very different view of language from the texts with which they were familiar and demanded new teaching strategies.

### The present situation

The shift of emphasis from reading and writing to understanding and speaking, the establishment of French in the elementary schools, the new programs requiring a different view of language and a radically different methodology, the disappearance of the Grade 13 Departmental Examination - any one of these by itself would

have caused a severe disruption in the teaching of French. When they arrived in quick succession the effect was bewildering. Before teachers had learned to cope, two more shocks were felt, each with profound effects on language teaching. The first of these was the abolition of the language requirement for entry into universities and post-secondary institutions. The second was the introduction of the credit system in secondary schools.

#### Some reason for optimism

Teachers understood immediately that they would have to devote much effort to finding new ways of motivating their students. Language learning in a school setting is a complex activity. Motivation is as intricate as it is essential. Encouraging progress has been made in analyzing the problems, and solutions are being developed. There is, for example, a far better understanding of the need for situations in which the pupil feels impelled to use French because he wants to say something important to someone. There is a wider appreciation of the role of meaning. Teachers continue to devise classroom techniques which utilize participation as a motivating force. In setting up their programs, and in choosing their methods, teachers have ceased to be overawed by the theoreticians, the psychologists, and the linguists. They are becoming selective in content and pragmatic in their methods.

The teachers' experience is being incorporated into revisions of the audio-lingual programs. Canadian texts by Canadian authors are becoming more numerous. The new material for teaching is sound and attractive to students. Some school systems report that enrolment seems to have stabilized at a reasonable percentage of the school's population.

Large numbers of young people are travelling in Canada and Europe. Many of today's teachers of French have lived and studied in a French-speaking milieu.

Canada has become officially bilingual, and the legislation is supported by its main political parties. The Commissioner of Official Languages has been very successful as the ombudsman guaranteeing just application to individuals of the Federal policy.



In addition, he is making known the professional and cultural opportunities now opening up in Canada, and thus encouraging the acquisition of proficiency in two languages. The millions of dollars expended by the Federal government, on its own language schools, and on improvement of second language learning in the provinces, indicate a very serious intent to realize its policy on bilingualism.

In Ontario there is now, happily, a much wider understanding of the fact that Confederation is a partnership of two language communities, and that Canada's choice of a mosaic rather than a melting - pot offers a rich heritage and a source of pride. There is a growing feeling that Ontario, as Quebec's nearest neighbour, should take the lead in promoting French rights and the French language. This province has the educational system, the wealth, and the goodwill to ease some of the strains in the fabric of Confederation.

## VI Rationale

Rapid travel and communication, together with the startling increase in the world's population, have eliminated any possibility that Canadians can live in isolation in the future. Moreover, nations are becoming more and more interdependent. The questions that hold our interest, such as energy, nutrition, monetary systems, and ecology, are international in scope. To bring up children who cannot communicate with other people in this world is simply not defensible. A unilingual education is out of date.

For half a century, science and technology have dominated life in the western world. They have given us a high standard of living, but in the last decade, the quality of our life has been called into question. Satisfaction in living is the province of humanistic studies, of which languages and literature form an important part. A humanism must be developed whose role in society will be comparable to that now occupied by science and technology. Languages will continue to be essential in order to share the benefits of discoveries and experience.

Languages have always occupied a prominent place in the secondary school curriculum. The study of languages is an enriching educational experience. Clarity and forcefulness of expression are dividends that it offers, as are opportunities to study ideas that have shaped the world, and great men and women who have made history. Languages unlock treasures of other cultures not accessible through mere translation.

In Canada, French has a privileged place. Like English, it is a language of world stature. It is the mother tongue of a quarter of our fellow Canadians, and one of the two official languages of our country. Learning both the languages encourages the growth of communication and respect, both of which are needed to bind this nation together.

In Ontario we have more opportunities for cultivating proficiency in French than most Canadians. We have more chances to benefit from command of both languages. Countless positions, both public and private, are open to bilinguals. Our contacts with Quebec, through industry, commerce, the professions, the arts, government,



travel, and sport are increasing constantly.

It is the basic right of every child in this province to learn French by the best available methods for as many school years as he can profit from the experience.

## VII Levels of Achievement

In the official curriculum publications of the Ministry of Education, the notion that French should be taught as a means of communication did not find complete expression until 1966. The ability to speak and to understand was referred to as desirable as early as 1946; for years before that outstanding teachers had been training their students in the aural-oral skills. After World War II, public opinion began to demand more emphasis on the spoken word. The expectation that schools could turn out bilinguals was unrealistic.

Experience has shown that it is hard to duplicate in the classroom the success of a child who, when introduced to a street and playground situation where his peers speak a language that is new to him, becomes reasonably proficient in the new tongue in a few months. One has to live for long periods in the second-language community in order to become competent in all situations in two languages. Nevertheless, schools can make a significant contribution toward this accomplishment.

The Committee proposes to describe three levels of proficiency in French which are the reasonable final objectives of three different school programs. Since personal bilingualism can refer to any degree of control over the second language from a mere smattering to a perfect balance of first and second language capability, it is necessary to describe these rather arbitrary levels by outlining what the average student can do at the end of the secondary school program.

### Top level

The student:

- 1) can take further education in French in a bilingual educational institution; that is, understand lectures, write papers, take part in class discussions;
- 2) can accept training or employment in the other language, or live in the other language community, after a short period of induction training;



- 3) can participate easily in conversations;
- 4) understands and shares the emotional attitudes and the values held in common by members of the other community, since he possesses a core of ideas, items of knowledge, and concepts available to the native speaker.

#### Middle level

The student:

- 1) can read books of personal interest and newspapers with occasional help from the dictionary;
- 2) understands radio and television news and programs in which he is personally interested;
- 3) can participate adequately in conversations;
- 4) has absorbed information about the culture, society, customs, economy, government, and institutions of the French-speaking community he is interested in;
- 5) could function quite well in a French community after a few months' residence.

#### Basic level

The student:

- 1) has a good fundamental knowledge of the language: its grammar, pronunciation, and idiom; has an active vocabulary of 3000-3500 words, and about 100 basic sentence patterns;
- 2) can make himself understood in conversation;
- 3) can read, with the aid of a dictionary, standard texts written without stylistic difficulties on subjects within his interest;
- 4) has some knowledge of French-speaking communities;
- 5) is capable of re-commencing the study of French at a higher level when motivated to do so in later life.

## VIII Types of Program and their Objectives

### Definitions

1. The term Regular Program designates the common present pattern - instruction in French as a second language per se.
2. The term Extended Program designates one in which there are two components: a program in French as a second language, plus a subject or subjects taught in French.
3. The term Immersion Program designates one in which 70% or more of the total instruction time is in French in the first year of the program, regardless of the grade level at which French is introduced. This time allotment may be altered in the second or third year.

### Objectives

Students who follow the Regular Program can expect, with reasonable effort, to achieve the Basic Level. It is comparable to the level of proficiency that can be achieved by the average student in mathematics, history, or science. If a student is given, in addition to the Regular Program in the classroom, the opportunity to use his growing knowledge of French in conversation with French-speaking monitors or citizens in the community, or if he has the stimulating experience of an exchange with a French-speaking student, one could confidently expect him to rise above the Basic Level.

The Middle Level should be attainable if the Regular Program is extended by teaching another subject or subjects in French. Mathematics, science, and social studies have been successfully taught this way in various grades. Further experimentation, particularly at the secondary level, in such areas as Theatre Arts and sociology, is likely to prove rewarding. Using French as a medium of instruction in a subject, in addition to teaching the language as language, provides opportunity and motivation to use French as a means of communication. This is essential to achieving more than an intellectual grasp of the language.



The Top Level should be attainable through Immersion Programs. These imply a far greater exposure to French than either the Regular or Extended Programs. Most Immersion Programs now in operation specify two or three years in which nearly 100% of the instruction time is given to French, followed by several years of language maintenance when the time devoted to French is reduced to about 40% of the school day. Such programs imply that French is not only the medium in which subjects are taught, it is also the means of communication between pupil and teacher and pupil and pupil in the classroom and in the corridors.

In order to achieve both the Middle and Top Levels, it is anticipated that students will have regular opportunities to interact with their French-speaking peers in exchanges, summer camps, and travel.

Boards can select the Regular, Extended or Immersion Programs to suit the demands of parents and pupils. Careful planning will be required to institute and staff whichever alternative or combination of alternatives a Board selects. The Committee believes that an adequate number of teachers could be trained in the next five years.

## IX The Regular Program

Recent research carried out by the French Committee of the International Association for the Evaluation of Educational Achievement (IEA) has shown that one of the most important factors that determine a child's achievement in French as a second language is the amount of time during which he is exposed to it at school. The number of hours spent yearly in formal instruction in class, multiplied by the number of years that a student studies French, determines to a great extent the level of competence that he can reach. A pupil who studies French 60 minutes daily for 3 years appears to make as much progress as one who is exposed for 30 minutes daily for 6 years.

While experience has shown that almost everyone can learn a second language successfully at any time during his life, there are certain advantages to beginning young. Children below the age of 10 mimic sounds without self-consciousness, and readily adopt positive attitudes to other language groups. Students at the Intermediate level are more difficult to motivate; the first steps in any language are so elementary that it seems wiser to begin in the Primary and Junior Division.

A survey of Public and Separate School Boards of Education made in 1972 revealed that there was a great variety of starting points between Kindergarten and Grade 9 for the study of French. Briefs identify this disparity as an impediment to the integration of students into secondary school programs. A way must be found to establish a minimum amount of experience for students leaving elementary school. The IEA study implies that, by ensuring that all pupils in the province are exposed to an equal number of accumulated daily minutes of French instruction by the end of the Junior Division, the Minister will create for French a situation comparable to that of other subjects such as reading and mathematics: a base level of instruction on which sequential programs can build. Such an arrangement will allow Boards to establish French at whatever grade they choose, and to select whatever arrangement of daily minutes best suits their total program, providing that their pupils

receive the standard number of hours of exposure to French by the end of the Junior Division.

*Recommendation 1. The Committee recommends that French be introduced at the Kindergarten, Primary, or at the latest, the Junior level, and that from whatever level it is introduced, a carefully articulated program be provided to the end of the secondary level.*

*Recommendation 2. The Committee recommends that at whatever grade French is introduced, a daily class be offered to the end of the Junior Division.*

*Recommendation 3. The Committee recommends that, by the end of the Junior Division, each pupil have studied French for an accumulated total of 180 daily minutes.  
(See Table 1.)*

Note: Three members of the Committee urged that only 120, not 180, daily minutes be required by the end of the Junior Division. This arrangement would permit Boards to begin French in Grade 3 or Grade 4 without the need for Extended Programs to achieve the required time. These members do not advocate 20 daily minutes in each grade from 1 to 6.

Table 1: French instruction expressed in minutes per day.

	A	B	C	D	E	F
Kindergarten	20					
Grade 1	20		20	30		
Grade 2	20		20	30		
Grade 3	30		20	30		30
Grade 4	30	40	40	30	30	30
Grade 5	30	40	40	30	30	60 *
Grade 6	30	100 *	40	30	120 *	60 *
Accumulated Total	180 min.	180 min.	180 min.	180 min.	180 min.	180 min.

\* Extended Programs

These are some of the possible arrangements for accumulating 180 minutes.



The Committee believes that pupils entering a late Extended or late Immersion Program should first have at least two years of a Regular Program.

It will be noted that each of the arrangements above lengthens the period devoted to French, at least in the Junior Division. The 20-minute period, which was widely introduced across Ontario when purely audio-lingual methods were in use, limits the ability of the most skilful and enthusiastic teacher to awaken student interest in Quebec and the rest of the Francophone world, and to use student - centred learning techniques. This interest and these techniques are a powerful motivating force; motivation, like time, is an important factor in acquiring language skills.

On motivation, Dr. Robert Gardner and his colleagues at the University of Western Ontario have discovered that the students who possess "integrative orientation", that is, who are out-going, well-disposed toward others, who tend to identify with people of different backgrounds, and are happy to meet and make friends with them, are successful in learning languages. In particular, Dr. Gardner's research with students learning French has shown that the integrative motivation is usually present in high achievers and in students who continue to study French until the end of their schooling.

Dr. Gardner's work suggests that more active measures can be taken to create favourable attitudes toward French-speaking people. Whether such teaching contributes to language-learning or not, it will be worthwhile if it promotes good-will and sympathetic understanding between the two main language communities in the province. Extending the daily time for French to more than twenty minutes will enable the teacher to make an effective effort in this direction.

By the end of the Junior Division, the pupils will already have been exposed to a considerable amount of French. At this point individual Boards should determine whether or not French will be optional. The Committee firmly believes that a more differentiated curriculum, presented by well-prepared teachers, will continue to appeal to students as they progress into the Intermediate Division and beyond. It is also obvious that there are areas in Ontario where the need for French is more urgent, however, than in others.

*Recommendation 4. The Committee recommends that, beginning at Grade 7, each individual Board declare French to be either a compulsory or an optional subject.*

*Recommendation 5. The Committee recommends that, in Grade 7 and subsequent grades, the time allotted to French be at least 200 minutes weekly, divided as necessary to accommodate various timetable patterns.*

In view of the growing demand for bilingual personnel in business and commerce, in industry, the professions, and the arts, the Committee believes that pupils should be encouraged to pursue the study of French in secondary school, if only for the vocational doors that are kept open.

*Recommendation 6. The Committee recommends that Principals include French in the list of "highly recommended" subjects when pupils are choosing their program for Year 1 of Secondary School.*

Because pupils differ in aptitude, motivation, and ability, they will arrive in secondary school with different levels of competence.

*Recommendation 7. The Committee recommends that various courses be available from Year 1 of the Secondary School - General, Remedial, Advanced, or Enriched - so that a student may enrol in a course appropriate to his level of achievement.*

Lack of enrolment and lack of funds have restricted the number of courses in French which can be offered in the senior years of secondary school. As students with more extensive training reach the Senior Division, more challenging courses will have to be developed.

*Recommendation 8. The Committee recommends that Department Heads in secondary schools with sufficient French enrolment be encouraged to supplement the core program by offering a selection of part courses capable of being combined to form one or more full credits in each of the senior years. Some possibilities are: French Drama of the Post-War Years; mystery novels; biographies; tourism; media; Quebec today; French for business.*

Senior students who have acquired competence in reading and discussion in French will profit from a program which involves a study of French-Canadian culture, including poetry, plays, novels, short stories, newspaper and magazine articles. A planned investigation and discussion of such Canadian writing would qualify as Canadian Studies.

*Recommendation 9. The Committee recommends that French teachers take the initiative in developing Canadian Studies courses, either alone or in cooperation with teachers of other disciplines.*

Several briefs from associations of Modern Language Heads point out that the philosophy and implementation of HS1 militate against the selection of French by senior secondary students. Cumulative subjects are more difficult since they require constant review, particularly when the retention of years of previous study is essential, as it is in a language.

*Recommendation 10. The Committee recommends that the Ministry Committee which revises HS1 explore ways of encouraging students to include an appropriate proportion of senior-level courses in the total of credits submitted for the Secondary School Graduation Diploma, and in particular, senior-level courses in cumulative subjects such as Mathematics and Languages.*



## X Alternative Programs

Since World War II many countries have been searching for more effective ways of teaching second languages in the school setting. Those Canadians who realized that being bilingual has many advantages in this country set bilingual command of French and English as the target for schools to reach; in their efforts to achieve this, they have tested a number of alternatives.

In regions where French-language schools were located, some English-speaking parents sent their children to these schools. Here, "immersed" in French throughout the day, and powerfully impelled by the wish to participate and be accepted, many English-speaking pupils rapidly acquired the language. The success of this method encouraged so many parents to put their children in the French-language schools that the number became a serious problem. The presence of even a few pupils who speak no French can slow down the progress of the rest of the class. Moreover, since most of the French children knew both English and French, they used English in the playground and the classroom in order to accommodate their unilingual classmates. This defeated the original purpose of setting up the French-language schools.

In 1968, Bill 140 enabled the French-language schools to refuse admission to pupils with an inadequate command of French. By this time, however, the idea of "immersion" was firmly established. The success of Immersion Programs such as the one at the St. Lambert School in suburban Montreal suggested that more opportunities for this alternative way of learning French should be offered.

Accordingly, in September, 1969, the Ottawa RCSS Board established French immersion Kindergarten classes on an experimental and optional basis. The Ottawa Board of Education and the Carleton County Board of Education followed with similar classes in 1970. In the same year, Elgin County set up a pilot project in a Grade 1 class in St. Thomas. Since that time, several early immersion classes have been instituted in Cochrane, Toronto, and other centres. In September, 1973, the four Boards of the National Capital Region had 4,360 children enrolled in the early Immersion Programs, some of them by this time in Grade 4; the Elgin County project had 85 children in Grades 1 to 4, and there were about 250 children in

early immersion classes scattered widely across the province.

The demand for early Immersion French Programs is greatest in the Ottawa area, where motivation to achieve bilingual skills is very strong. Both in Ottawa and elsewhere in Ontario, the search for other viable alternatives to the Regular Program is continuing. Five Boards are experimenting with late immersion classes, that is, classes in Grades 6, 7, or 8 which have nearly all their instruction in French. New Liskeard, with three years' experience of immersion at Grade 6, and Peel County, which for three years has had classes of Grade 8 immersion in Brampton, are the pioneers in Ontario. Graduates of the Brampton program can take some subjects in French in secondary school in order to maintain their skills. The Peel County Board will open Grade 8 immersion classes in two more schools in September, 1974

In the National Capital Region, a Federal Government grant has enabled the four Boards to experiment with varying lengths of exposure to French, in addition to the expanded early and late Immersion Programs.

For example, in the Ottawa area there are four classes, two Grade 7 and two Grade 8, which have 50% of their curriculum in French. Experimentation is being undertaken with enriching the 20-minute daily class to 40, 60, and 90 minutes. At various grade levels, subjects are being taught in French, in addition to the regular French class. A bilingual secondary school has been established to maintain and improve the skills acquired in the elementary level.

The Ministry of Education is financing research into these experiments as well as in the early and late Immersion Programs. This research is not complete, but preliminary reports are encouraging.

#### Extended Programs

The apparent increase in French learning in Extended Programs derives not only from the fact that a pupil is exposed to French for a longer time than usual, but also from the fact that they avoid much of the artificiality that is present when language teaching takes place in a classroom, insulated from real life. In language classes,

communication situations must be deliberately created; Extended Programs provide the substantive content about which children want to communicate their ideas and information.

In an Extended Program, there are obvious advantages to having the teacher of French teach the subject or subjects which have been selected for instruction in French. The availability of qualified staff is a very important consideration. It must also be remembered that there are, as yet, few text books or materials for use in such programs. Texts from Quebec or France having an interest level suitable for the maturity of a class are almost invariably too difficult for the level of its proficiency in French. The teacher should have access to consultant help. To develop a course, to accommodate it to progress in French, to find the resource materials, and to teach it during the day - all this is more than should be expected of a teacher. To avoid unnecessary duplication of effort, samples of tested courses should be available across the province.

*Recommendation 11. The Committee recommends that the Ministry assist Boards to establish and develop Extended French Programs at all levels from Kindergarten to the end of secondary school where the demand for such programs exists.*

### Immersion Programs

Table 2 illustrates the existing range of time allotments in Ontario Immersion Programs. The minute columns represent that portion of the daily 150 or 300 minutes during which instruction is given in French.



Table 2

LEVEL	Sample 1		Sample 2		Sample 3		Sample 4		Sample 5		Sample 6	
	Minutes	%	Minutes	%	Minutes	%	Minutes	%	Minutes	%	Minutes	%
K	150	100	150	100	150	100	150	100	150	100	-	-
1	275	91.6	300	100	300	100	275	91.6	300	100	-	-
2	275	91.6	240	80	255	85	275	91.6	285	95	-	-
3	200	66.6	240	80	255	85	-	-	-	-	-	-
4	150	50.	240	80	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	300	100	-	-	-	-	-	-	-	-
7	-	-	-	-	240	80	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	210	70
9	-	-	-	-	-	-	-	-	-	-	120	40
10	-	-	-	-	-	-	-	-	-	-	120	40

The effectiveness of Immersion Programs, both early and late, will create a demand for this type of education in many places in Ontario. Three factors will govern the rate of expansion: the development of curricula and teaching materials, the additional cost per pupil, and the supply of teachers.

To consider first the matter of curricula: even Boards which established support staffs to assist teachers in preparing and presenting courses find it difficult to develop sufficient resource materials for Immersion Programs. Sharing of their experience and information will help programs in other regions.

It is perhaps too early to obtain an accurate analysis of the cost of Immersion Programs. A major initial purchase of resource material is required. Early Immersion classes are more expensive than traditional schooling. Pupil-teacher ratio is generally lower; attrition may create problems; and transportation may be a cost factor. Late Immersion Programs appear to be less expensive than early ones.

*Recommendation 12. The Committee recommends that Boards introduce and develop early or late Immersion Programs in at least one school within their jurisdiction if there is sufficient demand.*

*Recommendation 13. The Committee recommends that the Ministry assist Boards financially in establishing such programs through:*

- a. provision of resources and training of personnel;*
- b. the development of curriculum and materials;*
- c. the subsidization of the transportation of pupils to immersion centres.*

*Recommendation 14. The Committee recommends that the Ministry make available to Boards on request a detailed cost analysis of existing Extended and Immersion Programs.*

In order for a late Immersion Program to be effective pupils who volunteer for it should already have some proficiency in French.

*Recommendation 15. The Committee recommends that Boards wishing to establish a late Immersion Program first develop a minimum two-year Regular Program which will prepare pupils to enter an immersion stream.*

Until the research being funded in the National Capital Region by the Ministry of Education has been completed and evaluated, every care should be taken to ensure that the pupils placed in early immersion classes can profit from the experience, and that learning problems are not obscured by the exclusively French program.

*Recommendation 16. The Committee recommends that Boards choosing an early Immersion Program provide for either one preparatory year in English (Junior or Senior Kindergarten or Grade 1), or a parallel English language program, for example, one-half day English Kindergarten, one-half day French immersion.*

The training and supply of teachers is discussed in Section XIII.

The idea that thousands of English-speaking children are being instructed for several years in a language that they hear for the first time at school is something new in Ontario. Immersion is more effective than any language-teaching technique used in a classroom setting. Where it fits the educational objectives it must be given every chance to succeed. Immersion must be studied intensively; research into successful programs, as well as information about them, must be available to any jurisdiction considering that alternative.

*Recommendation 17. The Committee recommends that the Ministry of Education continue to finance research into immersion projects and extended programs.*

*Recommendation 18. The Committee recommends that the Ministry continue to finance the research study of the effectiveness of early immersion as compared to late immersion programs.*

*Recommendation 19. The Committee recommends that the Ministry of Education undertake a 20-year longitudinal study of the students in immersion programs to determine the long-range effectiveness of this type of teaching.*



## XI Travel and Exchanges

The need for students to use the French they are learning in real-life situations is the most frequently mentioned item in the briefs received. This recognizes not only that conversational practice is needed outside of school if a high level of bilingual proficiency is to be attained but also that the experience of spontaneous communication is a powerful stimulus to continued study.

The work of organizations which arrange such opportunities must be better publicized. For many years, Visites Interprovinciales and the Canadian Council of Christians and Jews have been organizing exchange visits between individuals and communities in different provinces. Two very commendable examples of Federal-Provincial cooperation are the Summer Language Bursary Program and the Young Voyageurs. The former, funded by the Department of the Secretary of State and administered in Ontario by the Ministry of Colleges and Universities, encouraged some 4,400 Canadian students this year to study a second language; it paid tuition and living expenses for them to study at a university situated in the milieu of that language. The same federal Department enables secondary school students to travel to a different province as Young Voyageurs and live with a local family. In 1974, about 6000 young people across Canada participated; in Ontario the Ministry of Education coordinated the program in the province. Both the Travel and Exchange Division of the Secretary of State, and the Educational Exchange and Special Projects Branch of the Ministry of Education assist financially in promoting exchange visits between Ontario and Quebec students, providing certain requirements are met. Through its Project Canada program, this Branch of the Ministry also arranges for Ontario classrooms to be twinned with others in different parts of Canada for the exchange of correspondence and information.

Immersion summer camps for English-speaking children providing a full range of recreational, cultural, and language-learning programs would offer further opportunities.

*Recommendation 20. The Committee recommends that the Ministry of Education continue to foster and expand the excellent work of the Educational Exchange and Special Projects Branch in promoting exchanges with a solid educational basis, and that it recognize the possibility of exchanges between English- and French-speaking communities in Ontario.*

*Recommendation 21. The Committee recommends that the Minister of Education encourage Boards to permit field trips of at least five days' duration in a French milieu. This duration is required for grants from the Secretary of State.*

*Recommendation 22. The Committee recommends that the Minister of Education explore, through consultation with the Council of Ministers of Education, ways to facilitate extended academic exchanges of students and teachers on a massive scale between English- and French-speaking communities.*

Bringing French-speaking students and groups of artists into Ontario schools is another way of increasing the contact between English and French students. For several years, the Ministry of Education has arranged for a small number of "assistants" to come from France to work in Ontario schools. In 1973 the Ministry undertook to coordinate in Ontario the Interprovincial Program of Second-Language Monitors. Under this plan, 135 French-speaking students from Quebec were helped financially to attend Ontario universities and were employed several hours a week in language classrooms in secondary schools. These young people, who were paid by the federal Department of the Secretary of State, provided Ontario students with both motivation and opportunity to speak French. Their success in the first year indicates that the Monitor program should be expanded.

The Educational Exchange and Special Projects Branch of the Ministry has for several years subsidized the visits of French theatre groups and concert artists to Ontario schools, which have welcomed these insights into French culture. From the comments made in the briefs, it is evident that many jurisdictions would be glad to increase these visits, and take more responsibility for financing them, if information about the availability of artists were circulated

in advance of budget determination date. Festivals of French-Canadian films might be added to the theatre groups and "chansonniers". With the approach of the Olympic Games in Montreal, athletes and athletic events might be another appropriate focus of interest.

*Recommendation 23. The Committee recommends that the Ministry, within the Educational Exchange and Special Projects Branch, designate specific funds for cultural events supportive of French studies in the schools.*

Teachers, too, need to renew their language skills by contact with French-speaking people. Short immersion courses held in different parts of the province were suggested in the briefs. The Summer Language Bursary Program, funded by the federal government, has assisted many teachers of French to take courses during the summer in methodology and/or oral French. In recent years, one of these summer courses, the Cours intensif du français oral, has been operated at Compton, Quebec by the Ministry of Education. The success of this course is at least partly due to the influence of the French surroundings. Future availability of a suitable site should be assured to establish such a school permanently.

*Recommendation 24. The Committee recommends that the Ministry establish a permanent centre in a French-speaking milieu in order to offer year-round immersion courses in French to student-teachers, teachers, and administrators.*

One of the most exciting and profitable experiences that a teacher can have during his career is an exchange with a teacher in another province or another country. The machinery for arranging exchanges between Ontario and Quebec has been established for several years, although only a small number take advantage of this annual opportunity. The Educational Exchange and Special Projects Branch of the Ministry would, if requested, try to extend this service to help with an exchange to any French-speaking country.



*Recommendation 25. The Committee recommends that the Boards of Education endeavour to take advantage of the Ministry's existing arrangements and increase the number of exchanges between teachers of French in Ontario and teachers in French-speaking communities.*

## XII Curriculum and Techniques

More exposure, in terms of daily time or years of study, will not automatically improve the learning of French. If the language is to become part of each child's working equipment, in the same way that his computation skills in mathematics are part of his working equipment, then reform of the French curriculum must be undertaken.

As part of its terms of reference, the Committee was directed to develop improved curriculum and techniques for teaching French. These are to be incorporated in a guideline for French programs of varying length and intensity from Kindergarten to Grade 6. Inevitably the starting point will influence the whole continuum to the end of secondary school.

The Committee approached this assignment by selecting, as the content of any curriculum in French, about 100 of the grammatical structures of the language arranged in a reasoned, but not rigid order. This arrangement is somewhat arbitrary; like the vocabulary selection of Le français fondamental, it is based on frequency of use. It offers an orderly sequence in which to attack the patterns which make up the language. It will permit the formation of courses which will be incremental from year to year, and division to division, without omissions or profitless repetition. Furthermore, if an enriched or extended program is offered to any grade, the rate of absorption of the structures can be accelerated without abandoning the basic orderly approach.

Parallel to this sequence of grammar, a schedule of child development by age bands from 5 to 16 has been sketched, listing appropriate language learning activities for each age band.

The intention is to assist the teacher to choose procedures suitable to the age and French experience of his students.

The Committee has also charted the phased introduction of the four skills for programs with various starting-points. The teaching/learning strategies of this scheme suggest more student-centred learning and grouping techniques, and utilization of reading and writing as support skills as soon as appropriate.

The following principles should underlie the guideline to be published:

a. Motivation in language-learning is crucial, yet much remains to be learned about it. The creation of favourable attitudes is a field that should be examined.

b. The guideline should not adhere too slavishly to any one theory of language learning. All methods have their contribution to make.

c. The long continuum of a multi-year program must be differentiated to avoid monotony.

d. The curriculum should offer opportunities for creative language use in new situations.

e. French is to be integrated into the total program of the school.

*Recommendation 26. The Committee recommends that the Ministry of Education publish as soon as possible a guideline or guidelines for French from Kindergarten to the end of Secondary School as a basis for Regular and Extended Programs.*

*Recommendation 27. The Committee recommends that some of its members form the nucleus of the group or committee which produces the guideline or guidelines.*

*Recommendation 28. The Committee recommends that, for the Regular Program, the guideline indicate intermediate levels of skill development which a pupil could confidently expect to achieve with reasonable time and effort, in addition to the terminal levels already outlined in this Report.*

*Recommendation 29. The Committee recommends that the Ministry of Education ensure that the new guideline be circulated and explained to administrators and principals as well as to the language teachers in Ontario.*

*Recommendation 30. The Committee recommends that the Ministry of Education develop a standard form, or a carnet de français, on which a pupil's progress and proficiency in French can be recorded, and that this form become a permanent part of the pupil's Student Record, available to him for career use.*



Many of the briefs mentioned the scarcity of teaching material and supplementary resources. A language arts program, whether in English or a Second Language, requires extensive support material. Published French programs are making an excellent beginning in this direction but much remains to be done, not only in creating new resources, but also in making accessible and editing for use such aids as films of the National Film Board or videotapes and programs of the Canadian Broadcasting Corporation. The reservoir of French-Canadian literature for all ages has scarcely been tapped; books, periodicals and teaching material from the Franco-phone world beyond Quebec remain for the most part unexploited.

*Recommendation 31. The Committee recommends that the Ministry of Education encourage the production of materials with Canadian content for all levels of the French program.*

*Recommendation 32. The Committee recommends that the Ministry of Education, in cooperation with the Ontario Institute for Studies in Education, organize and pilot an itinerant display of print and non-print resources such as those in the Modern Language Center library. If significant use of this display results, the Committee recommends that the Minister consider budgeting such displays on a continuing basis.*

*Recommendation 33. The Committee recommends that the Minister of Education seek clearance to have taped for educational purposes French language programs from regular television channels.*

*Recommendation 34. The Committee recommends that the Ministry of Education distribute annually to teachers an updated, annotated list of materials and resources.*

Over a long sequence of instruction, reliable tests to diagnose the strengths and weaknesses of individual students are an essential part of a teacher's equipment. The need for instruments of this sort is already widely recognized in Ontario.

*Recommendation 35. The Committee recommends that the Ministry of Education develop evaluation instruments, diagnostic tests, tests of communicative competence, and criterion-referenced tests to facilitate appropriate placement of the student, diagnosis and assistance, and continuous progress in French.*

Where French is not taught by the classroom teacher, urgent consideration must be given to providing a classroom in the school for the French program. The furniture can be arranged to suit teaching techniques; the audio-visual equipment and teaching aids are instantly accessible. An atmosphere conducive to learning the language can be enhanced by displays illustrating French culture; books, periodicals, maps, pictures, posters, games. A place to display the work of pupils is important in any subject.

*Recommendation 36. The Committee recommends that the expense of providing a special classroom or teaching area for the French program be recognized in building grants.*

*Recommendation 37. The Committee recommends that Boards give priority in expenditure to equipping a special classroom or teaching area for the French program in each school.*

### Section XIII Teacher Training and Professional Development.

The key to improvement in the teaching of French is the continued provision of competent, creative, devoted teachers.

For both educational and economic reasons, for the varied programs outlined in this Report, it is now desirable to increase the number of classroom teachers capable of teaching French. This entails both enabling holders of the Certificate as Teacher of French to English-speaking Pupils in Elementary Schools to qualify for a basic teaching certificate, and also assisting classroom teachers with adequate background in French to perfect their French language and methodology.

Instruction in French by the classroom teacher obviates timetable and travel problems. The classroom teacher has rapport with his pupils and knows their individual learning styles; he can select the most convenient time of day to introduce the French class, and has more opportunity to integrate the subject with the entire program.

The proposed change must be accomplished without sacrificing either the quality of instruction in French or the quality of instruction in other areas of the curriculum. The Committee is fully aware that this is a long-range project; it sees the elementary and secondary school programs recommended in this Report as the eventual source of qualified teachers.

It is imperative to dispel the impression that the demand for teachers of French is shrinking. Every indication points to an immediate need for more teachers who are fluent in French. To integrate the Regular Program into the curriculum, dual qualifications are invaluable. To staff Extended and Immersion Programs, teachers will be required who are competent practitioners in areas such as mathematics, science, or geography, and who can teach this subject in French as well as English. Anglophone students who are considering the teaching profession must be encouraged to continue their studies in French.



- Recommendation 38. *The Committee recommends that, by 1980, applicants for entrance to the Ontario Teacher Education College and Faculties of Education be required to have four credits in French in secondary school, or the equivalent.*
- Recommendation 39. *The Committee recommends that the Minister of Education take immediate steps to ensure that there is an adequate supply of teachers capable of teaching French immersion classes and of teaching in French in other areas of the curriculum both in elementary and secondary schools to meet current needs.*
- Recommendation 40. *The Committee recommends that the Ontario Teacher Education College and Faculties of Education take immediate steps to provide courses, including summer courses, to equip teachers to teach other areas of the K to 13 curriculum in French.*
- Recommendation 41. *The Committee recommends that the Ministry of Education advise applicants for entrance to the Ontario Teacher Education College or Faculties of Education who wish to teach French, or to teach subjects in French, to spend at least four months living in a French milieu. This experience would also benefit certificated teachers.*
- Recommendation 42. *The Committee recommends that the Ministry, in cooperation with the Ontario Teacher Education College and Faculties of Education, take the lead in promoting in-service training for language teachers. Suggested topics for workshops or short courses are: innovative classroom practices, small group work, materials and resources, new programs, organization development, interaction analysis, curriculum development.*

The high rate of attendance at the Ministry of Education summer courses in methodology, in oral French, as well as in the Languages section of the Leadership Seminar for Department Heads, attests to the value of these courses.

- Recommendation 43. *The Committee recommends that the Ministry of Education continue to offer its summer course in*

*Methodology of teaching French to English-speaking pupils in elementary schools, and organize further courses.*

*Recommendation 44. The Committee recommends that, for students, student-teachers, and teachers who plan to attend French summer courses, all pertinent information and application forms be made available before the end of January.*

*Recommendation 45. The Committee recommends that the Ministry establish a summer professional training program leading to a Specialist's Certificate in Elementary French comparable to those existing in Primary Methods, Guidance or School Librarianship.*

In the late 1960's, in the endeavour to staff the rapidly growing elementary French program, candidates who held Grade 13 standing or its equivalent, and who were sufficiently fluent, were accepted into the summer course for the Certificate as Teacher of French to English-speaking Pupils in Elementary Schools. A total of 969 of these "Specials" received the certificate before the classification was discontinued in 1972.

The teachers holding this temporary certificate who are still in the profession can make a greater contribution in the future if they can obtain a basic teaching certificate. Now that both a degree and a year in teacher-training are required, the time represents a considerable financial sacrifice.

*Recommendation 46. The Committee recommends that a Summer Course program be offered to enable teachers holding a degree and the temporary Certificate as Teacher of French to English-speaking Pupils in Elementary Schools to qualify for an Elementary Teacher's Certificate without the necessity of spending a full year at The Ontario Teacher Education College or a Faculty of Education.*

Since the demand for teachers of French at the secondary level has been reduced at the same time that the demand in elementary schools is rising, many teachers with secondary school qualifications

have accepted positions in elementary schools. At present, their secondary certificates cannot be made permanent with this experience.

*Recommendation 47. The Committee recommends that the Ministry of Education determine a way by which teachers holding interim High School Certificates can receive permanent qualification while teaching in elementary schools.*

Occasionally problems arise with teachers of French who are not sufficiently proficient in English to communicate with students, parents, or colleagues. Some who have been educated in other systems find it difficult to adjust to an Ontario school.

*Recommendation 48. The Committee recommends that the Ministry of Education ensure that teachers from outside the province in any French program have an adequate knowledge of the Ontario educational context and the ability to communicate in English.*

One of the weaknesses of some French programs has been the imperfect coordination between the elementary and secondary panels. In a long continuum, the experience of teaching every step is highly desirable.

*Recommendation 49. The Committee recommends that Boards encourage both elementary and secondary school teachers to gain experience in both panels. This effort could also resolve some of teacher supply and demand problem.*

The major responsibility for the supply of well-trained teachers of French and of generalists who understand the aims and procedures of the French program will fall on teacher-training institutions. The following recommendations are intended to increase their effectiveness.

*Recommendation 50. The Committee recommends that teacher-training institutions ensure that applicants for the French option be required to demonstrate competence in the spoken language.*



- Recommendation 51. *The Committee recommends that institutions training teachers for elementary schools provide for a minimum of three weeks' practice teaching in French for candidates in the French option.*
- Recommendation 52. *The Committee recommends that all teacher training centres expose all student teachers to the basic principles of second-language teaching.*
- Recommendation 53. *The Committee recommends that the Ministry revise the Course of Study followed by instructors in the French Option at the Ontario Teacher Education College to include the new French Guideline K-13.*
- Recommendation 54. *The Committee recommends that the instructors responsible for the French Option courses at the Ontario Teacher Education College and Faculties of Education be full-time members of the staff with previous elementary or secondary teaching experience.*
- Recommendation 55. *The Committee recommends that the Ministry promote exchanges of personnel and information among the Ontario Teacher Education College and Faculties of Education.*

Six Boards asked for more consultant help from the Ministry of Education, Only about one Board in every five employs consultants for French, and in many instances, these consultants are released from classroom duties for only a part of each day. For in-service training in new French programs, and for curriculum development, consultant help will be indispensable.

- Recommendation 56. *The Committee recommends that the Ministry of Education recognize the increased need for Direct Services Officers, particularly in jurisdictions which have no support staff.*
- Recommendation 57. *The Committee recommends that the Minister of Education, in considering requests for new Immersion and Extended programs, recognize the need for the expertise of consultative staff on a regular basis.*

*Recommendation 58. The Committee recommends that the number of teachers that merits the addition of a consultant or coordinator to a Board's staff be defined and published by the Ontario Association of School Administrators.*

At the present time, only the cities in which universities are located can enjoy the benefits of either the French-speaking Monitor or "Assistant" programs. Yet in many communities, there are French-speaking people who would be glad to be invited into the schools. Sometimes the invitations have not been issued simply because the teacher does not know how to utilize the skills of the volunteer.

*Recommendation 59. The Committee recommends that the Ministry promote the best use of the time of Monitors, volunteers, and para-professionals in French instruction, by publicizing successful experience with such personnel in the province.*

Administrators and principals, as well as teachers, need special information about the French programs. The principal who has taken an immersion course himself is better qualified than others to advise his staff, the pupils in his school's immersion classes, and their parents. Machinery already established is available at times to give such immersion courses.

*Recommendation 60. The Committee recommends that the Ministry of Education, in cooperation with the Civil Service Commission French Language Program, establish special courses for Principals and Administrators of Immersion and Extended Programs.*

The universities are deeply involved in French instruction and in service to teachers and teacher candidates.

*Recommendation 61. The Committee recommends that the university counselling services be made aware of employment demand for graduates with dual language proficiency.*

- Recommendation 62. The Committee recommends that the Departments of French Language and Literature in Ontario universities work in closer cooperation with the Departments of French in the Ontario Teacher Education College and Faculties of Education.
- Recommendation 63. The Committee recommends that the universities provide flexible Year 1 programs in order to accommodate students graduating from secondary schools with different backgrounds in French.
- Recommendation 64. The Committee recommends that the universities offer a balanced program of language training, linguistics, and literature for the benefit of teacher candidates.
- Recommendation 65. The Committee recommends that the universities be encouraged to offer credit courses in French language, culture, French literature for children and adolescents, and in Canadian Studies, at convenient times and places for attendance by certificated teachers.
- Recommendation 66. The Committee recommends that the chairmen of university departments receive copies and an explanation of any Ministry of Education French guidelines which have implications for their departments.



#### XIV Funding

In the submissions received by the Committee, the main issues raised were more opportunities for use of French, more time for French instruction, more variety of programs, and better qualified teachers. These imply more funds.

In several of the briefs received by the Committee there were expressions of doubt that funds received for the French program were spent entirely as intended. It would be unfortunate if such impressions continued to exist. Under the 1974 Grant Regulations, the funds for French are clearly identifiable. Few Boards have equipment sophisticated enough to capture the ultimate costs of any program, but all could be prepared to account for the expenditure of the major portion of the sum received for French.

*Recommendation 67. The Committee recommends that Boards ensure that the grants received for the French program are applied to the purposes for which they were intended.*

It is the conviction of the Committee that financing for the French program should be shared by those who benefit. In the past, municipalities and the province have combined to support the educational system. Since the passing of the Official Languages Act, the federal government has acknowledged that it shares in the responsibility for the teaching of second languages. Its assistance to teachers and its present substantial direct contributions to the provinces for language programs recognize this responsibility; this assistance is, however, guaranteed for only a short term. Negotiation determines how the financing is shared.

*Recommendation 68. The Committee recommends that, in negotiations with the Federal Government, the Minister of Education encourage it to recognize that language programs are of necessity multi-year, long-range operations, and that commitments to pay for them should reflect that fact.*

## XV Conclusion

The Committee acknowledges its indebtedness to the following:

The Brant County Board of Education  
The Brant County R.C.S.S. Board  
The Bruce-Grey County R.C.S.S. Board  
The Carleton Board of Education  
The Cochrane-Iroquois Falls District R.C.S.S. Board  
The Dryden Board of Education  
The East Parry Sound Board of Education  
The Elgin County Board of Education  
The Elgin County R.C.S.S. Board  
The Essex County Board of Education  
The Essex County R.C.S.S. Board  
The Board of Education for the Borough of Etobicoke  
The Fort Frances - Rainy River Board of Education  
The Fort Frances - Rainy River District R.C.S.S. Board  
The Canadian Forces Base - Fort Henry Board of Education  
The Frontenac County Board of Education  
The Frontenac - Lennox and Addington County R.C.S.S. Board  
The Grey County Board of Education  
The Haldimand-Norfolk County R.C.S.S. Board  
The Halton Board of Education  
The Hastings - Prince Edward County R.C.S.S. Board  
The Hearst District R.C.S.S. Board  
The Huron County Board of Education  
The Kapuskasing Board of Education  
The Kenora Board of Education  
The Kirkland Lake Board of Education  
The Kirkland Lake District R.C.S.S. Board  
The Lakehead Board of Education  
The Lakehead District R.C.S.S. Board  
The Lake Superior Board of Education  
The Lambton County R.C.S.S. Board  
The Lanark, Leeds and Grenville County R.C.S.S. Board  
The Lincoln County Board of Education  
The Lincoln County R.C.S.S. Board  
The Metropolitan Separate School Board  
The Michipicotin Board of Education  
The Middlesex County Board of Education  
The Muskoka Board of Education  
The Niagara South Board of Education  
The Nipissing Board of Education  
The Nipissing District R.C.S.S. Board  
The Norfolk County Board of Education  
The North Shore Board of Education  
The Northumberland & Durham County Board of Education  
The Board of Education for the Borough of North York  
The Ontario County Board of Education  
The Ottawa Board of Education

Althouse College, University of Western Ontario  
Faculty of Education, Queen's University  
Faculty of Education, University of Toronto  
Faculty of Education, University of Windsor  
Ottawa Teachers' College

M. Léonce Gallant, University Schools, Faculty of Education,  
University of Toronto  
Dr. G.W. Ireland, Queen's University  
Prof. Donald Smith, Carleton University  
Dr. E.W. Walker, Victoria College



Lambton County Teachers of French  
London Modern Language Teachers  
Metropolitan Modern Language Consultative Committee  
Middlesex County Elementary Teachers of French  
Peel County Secondary School Moderns Heads Association  
The Secondary School Language Heads Association of Hamilton  
Windsor Modern Language Teachers

Advisory Committee, Modern Language Center, OISE  
Canadian Council of Christians and Jews

London Secondary School Principals  
Ontario Secondary School Headmasters' Council  
Ontario Secondary School Teachers' Federation

Education Committee, Ontario Federation of Home and School  
Associations  
Central Home and School Association, Hamilton  
Groupe Parents-Instituteurs, Ecole St. Thomas, Ottawa  
Parents' Association of North Toronto Collegiate  
Rockcliffe Park P.S. Home and School Association, Ottawa  
Whitney Jr. School Parents-School Association, Toronto  
Nipissing District R.C.S.S. Board Education Committee

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Mr. Joseph Turko  
Mme Claire Walker  
Miss Joy Weir  
Miss Margaret Wettlaufer  
Mrs. Judith White  
Mr. J.R. Wilkinson

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